

GOLD MEDAL SCHOOLS TRAINING

MAY 14, 2005

“TRADITIONAL P.E. ACTIVITIES”

Presenters:

Robbie White – “2003 Utah Elementary Physical Education Teacher of the Year”

Tim Best – “2005 Utah Elementary Physical Education Teacher of the Year”



Activities

- | | |
|---------------------|-------------------------|
| 1. Grab It | 6. Exercise Tic-Tac-Toe |
| 2. I Like It | 7. Poison Spider |
| 3. Finger Trap | 8. Triangle Tag |
| 4. Partner Shoe Tie | 9. Thumbs Up |
| 5. Pass and Chase | 10. Musical Hoops |

Grab It

Grade level: K-6

Skill: Reaction Time, critical thinking skills

Objective:

- Promote hand-eye coordination
- Demonstrate quick reflexes and quick thinking skills
- Provide integration activities from multiple subjects

Equipment: One beanbag for every two players (small ball, tennis ball, etc. should be soft)

Organization: The players sit facing each other with their legs crossed and the beanbag or object placed between them

Activity: Players place their hands upon their knees. The teacher calls out “READY” and then “GRAB IT” as the players try to grab the object first. Immediately return the object to the middle of the partners.

Variations:

- Two objects are to be used, such as a ball and a beanbag, the players must grab whichever object is called
- Left or right hand, have the players use the hand called to pick up the object
- Opposite left or right hand, have the players use the opposite hand called, for example, call out right and the players must use the left hand
- Left hand = odd, right hand = even; call out numbers
- Left hand = false, right hand = true; statements true or false
- On your stomach
- While in a push-up position
- While in a sit-up position
- Opposite objects are to be grabbed (say ball, grab beanbag)

I Like

Grade level: K-6

Skill: Communication, proper contact of peers

Objective: Introductory activity for dance. Realize that no harm befalls a student who touches another

Equipment: None

Organization: Scatter formation

Activity: Each person decides upon one thing that they like. (I like fishing). They then walk around the gym greeting others, shaking hands or high fiving them while exchanging “I Likes.” Have them high five at least five boys and five girls.

Closure:

- How many people did you high five?
- Did you learn anything new about anyone?
- Did anybody have an arm fall off because they high fived someone

Finger Trap

Grade level: 2-6

Skill: Reaction times, hand-eye coordination, listening

Objective: Students will enhance their reaction times by practicing this activity

Equipment: None

Organization: Grouped in a circle, standing or sitting

Activity: Each person holds their left hand out to the left side with their palm facing up. The palm should be held as flat as possible. With their right hand, students make a fist with the index finger pointing downwards. Students place their right index finger in the center of the palm of the person on their right. Explain that you will be counting to three; on the number three; each person tries to remove their finger from the palm of the person on their right. At the same time, the person on the right is trying to trap the other person's finger.

Variations: Left hand makes a "U" thumb and index finger towards the ceiling and the pinky finger towards the floor. Right places one or two knuckles in the "U."

Closure:

- How did it feel to get to do two things at once?
- Which was easier, grabbing the finger or pulling your finger away in time? Why?

Partner Shoe Tie

Grade level: 3-6

Skill: Cooperation, cross-lateralization and communication

Objective: Students will work cooperatively with a partner to tie one shoe, each student using only one hand. Students will have to verbalize intentions in order to be successful.

Equipment: One untied shoe from either student

Organization: Students pair up and sit next to each other

Activity: Have them first try to tie the shoe cooperatively, attempted by students using their dominant hand. The shoe must be tied in a bow to be successful. Each student uses dominant hand and works together to achieve that. Attempts after that can be made having one student use dominant hand while the other uses a non-dominant hand. They can switch after that and the last attempt would be each student uses their non-dominant hand to tie the shoe.

Closure:

- What was the hardest part about trying to tie your shoe?
- What cues did you use that made it easier to achieve your goal?

Pass and Chase

Grade level: K-6

Skill: Throwing, catching, ocular tracking, moving safely through general space

Objective: Students will acquire practice with sport specific skills (pass, catch) in an exciting manner

Equipment: One easily caught object per two students, CD player and upbeat music

Organization: Scatter formation works best

Activity: Students will gently toss a ball, beanbag etc. to their partner. This activity works best by having the throws be underhanded. The partner watches the object all the way in to make a successful catch. This continues back and forth until the music stops. When the music stops whomever has the ball becomes “it” and attempts to tag their partner. If the partner is tagged they then become “it” and chase their partner. This continues until the music starts again and the tossing and catching resumes.

Closure:

- Was it ok to have two different activities in one?
- Which did you enjoy more, passing or chasing?

Exercise Tic-Tac-Toe Warm-up Activity

Grade level: 3-6

Skill: Strength, flexibility, cardiovascular conditioning, cooperation, strategy

Objective: The students will improve their fitness levels by performing various exercises while playing the game of Tic-Tac-Toe

Equipment: One Tic-Tac-Toe board per set of partners; lively music and a CD/tape player; beanbags or different objects to place on Tic-Tac-Toe

Organization: Group the students into pairs. Begin the game with push-ups. Partners must get into push-up position, one on each side of the Tic-Tac-Toe board. They will play a game of Tic-Tac-Toe, remaining in push-up position until the game is ended. Have the players decide who will go first.

Activity: On the “go” signal (music starts), both players do a push-up together. After the push-ups, the first player places a beanbag on the board. Play continues in this fashion until there is a winner or the game is a draw. For each new game, the students will choose a different exercise to perform in-between turns.

Variations: Divide the gym into “I Did It” and “Try Again” sides. The winner of the game will go to the “I Did It” side and will find a new partner to play a new game. The second place person will go to the “Try Again” side and will also find a new partner to play a new game. If there is a tie, play “Paper, Rock, Scissors” to decide who goes where.

Teaching Tips:

- If you don’t have enough beanbags, use poker chips, yarn balls, hoppy taws, etc.
- Have the students make a poster with a list of exercises to choose from and hang it on the gym wall
- Tic-Tac-Toe board, “I Did It” and “Try Again” signs can be found on pgs 13-15

“Poison Hoops” Warm-up

Grade level: K-4

Skill: Chasing, fleeing, dodging and cardiovascular fitness

Objective: By the end of this lesson, students will have practiced chasing, fleeing and dodging skills while increasing their cardiovascular fitness

Equipment: Various colored hula hoops (enough for each student in the class), lively music and music player

Organization: Students are scattered on the gym floor, standing inside a hula-hoop and holding it waist high. Make sure they are in their self-space and not touching anyone else

Activity: While the students are holding their hoops, have them practice moving about the general space by walking, then add different locomotor movements as they show proficiency in using self space. Make sure they know what color hoop they have. Now, set your hoop on the floor and remain standing in the middle of the hoop. Practice different exercises inside your hoop such as jumping jacks, stepping in and out of your hoop, straddling your hoop by placing one foot inside the hoop and practice hopping on alternate feet.

The teacher calls out the poisonous color. You say “Poison hoops are (name the color).” Those hoops become the taggers and the others try to avoid them. When the “poison” color is called, the students pick up their hoops, standing inside of them, and move around to avoid being tagged by the “poison” hoops. If a poisonous hoop touches your hoop, you drop your hoop and perform one of the exercises you practiced while standing inside your hoop. Remember to keep your head up and eyes watching out for others. Continue to do the exercise until the music stops. Use music to start and stop them. Play several rounds of 30 to 45 seconds. Call out new colors until everyone has had a turn. You may trick them by saying “Poison hoops are all the girls or all the boys.”

Musical Hoops

Cooperative Warm-up Activity

Grade level: 2-6

Skill: Spatial awareness, locomotor movements, cooperative skills

Objective: The students will demonstrate their knowledge of spatial awareness with objects and people while using cooperative skills to include others in this game

Equipment: 12 to 20 hoops, lively music, CD/tape player

Organization: Scatter 12 to 20 hoops in the playing area. Have students find an open space on the floor (don't stand inside of the hoops)

Activity: The students will move randomly about the area using a designated locomotor movement while the music is playing. When the music stops, each player must stand in a hoop. It does not matter if more than one student is in the hoop. During each round, remove one or more hoops. Students are encouraged to cooperate with others and share the hoops so everyone will be able to stand inside a hoop. See if the entire class can cooperate so that as few hoops as possible are left on the floor. Can the entire class fit into six hoops? Five hoops? Etc.

Closure:

- What did you do when you saw someone who was looking for a hoop to stand in?
- How did you get more people into your hoop?
- What body shape did you make to get more people in?
- Why is it important to include others in this game?

Triangle Tag

Cooperative Warm-up Activity

Grade level: 4-6

Skill: Chasing, fleeing, dodging, teamwork

Objective: The students will work together and practice their chasing, fleeing and dodging skills

Equipment: Lively music and a CD/tape player

Organization: The students will form groups of four. Three of the group members will join hands and the fourth member will be outside the circle of three. She/he will be the chaser or “it.” “It” will choose whom he/she will try and tag on the shoulder

Activity: On the “go signal (music starts), “it” will try to tag the designated person in the group. The group holding hands will work together to try and protect the taggee. “It” must tag the person on the shoulder and cannot reach across the circle to tag. Play for a designated amount of time and if they tag the taggee then switch roles. The group must stay within their own group space, they cannot move all over the gym. Emphasize using their feet to move rather than their arms to pull. The game stops if anyone falls; there is no dragging.

Thumbs Up Cooperative Warm-up Activity

Grade level: K-6

Skill: Cooperative kills, agility, concentration, cardiovascular development

Objective: The students will work together to complete a warm-up activity that requires concentration, cooperation, creativity and coordination

Equipment: Lively music, CD/tape player

Organization: The class is in a scattered formation

Activity: Instruct the students to respond to your “thumb” signals:

- Thumbs up: Jump up and down or do football feet
- Thumbs down: Jog in place
- Thumbs out: Jumping Jacks

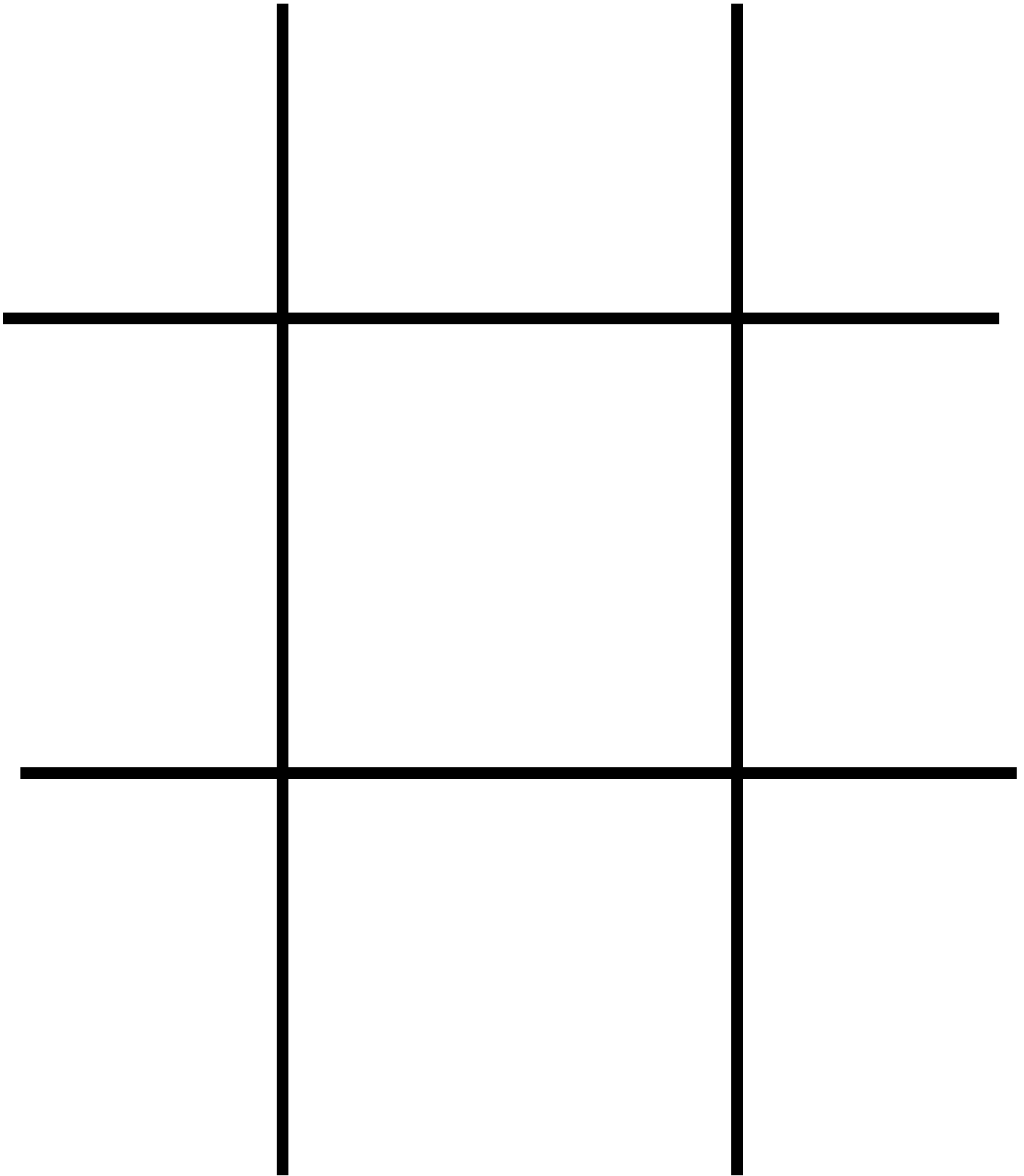
Use different locomotor movements and/or exercises with the signals. This can also be used with partners; one partner will give the “thumbs up” signals while the other will follow the commands. Switch leaders after 20 to 30 seconds.

Try Again!



*I
Did
It!*





Jordan School District

A full Spectrum of Educational Opportunities

Altara Elementary

800 East 11000 South
Sandy, Utah 84094

801-572-7000 Office

801-302-4903 Fax

801-554-7387 Cell

www.jordandistrict.org

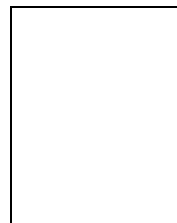
Bruce L. Brinkman

Elementary P.E. Staff Developer

Brue.brinkan@jordan.k12.ut.us

What do you mean I'm teaching reading and math in the gym?

- Look for connections in all activities
- As we do our activities today we will look at several connections to other areas of the curriculum



Pirates Gold

- Set up 4 to 6 hoops around the edge of the room
- Put multiple letters in each hoop
- Divide students into as many teams as there are hoops
- On your signal students use a locomotor movement to go to other teams hoops and steal one letter at a time. No guarding or throwing.
- As students bring letters back to their hoop they may start to make words
- Stop game and count words periodically

Dice Game

- Form two lines facing each other a few feet apart
- Assign odd and even to each side
- Roll big dice if it's an odd number that team is it or vice versa (students can add multiply, or subtract the numbers on the dice to determine if they are odd or even)
- The it team must try to tag the other team before they get to the other side of the gym

Chinese Jump Rope

- Regular basic pattern: 4 straddle jumps = in, out, in, on
- Levels ankles, calves, mid-thigh, top thigh
- Cliffs same as regular except one side higher
- Diamonds: spell a name or word
- Snap back (one foot holder)

Paper Trail

- Make a large circle with one partner on the inside of the circle facing the other partner
- Outside circle has a paper of what your working on and they ask inside partner a question. If right they get a high 5 and move to another person. If wrong they do 3 skier jumps as they recite the correct answer.
- After you answer 3 questions you take the sheet of the 3rd person and now you ask the questions